

Thunderbolt Middle School

ARIZONA SCHOOL REPORT CARD 2003-04

695 Thunderbolt Avenue, Lake Havasu City, AZ 86406

Lake Havasu Unified District

AZ LEARNS¹

Elementary
Achievement Profile *

Highly Performing*

* The profiles are Excelling, Highly Performing, Performing or Underperforming.

No Child Left Behind

Adequate Yearly
Progress***

Met

School Improvement
Status***

N/A

*** For additional information, please refer to the AYP page in this report card.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

School Overview

Principal/Administrator : Mr. Paul Olson
Schedule : 7:45 AM to 4:15 PM
Grades : 6-8
2003 Enrollment : 1095
Web Address : havasu.k12.az.us/thunderbolt/
Phone Number : (928) 855-4066
Fax Number : (928) 855-0041
E-mail : thunderbolt@havasus.k12.az.us

Mission

TMS will work to ensure that all students receive the best education available. The future depends on us providing the necessary tools to develop successful and productive citizens. Our mission is to do our best so students may achieve their best.

School / Academic Goals

- Students at Thunderbolt Middle School will meet or exceed Arizona State Standards in Reading, Math, and Language. Standardized assessments will show one year's growth.
- Thunderbolt Middle School will implement a comprehensive, standards-based approach to instruction and assessment.

Instructional Programs

- Middle School Teaming Concept
- After School Tutoring
- Gifted/Honors Classes
- Advisory Program

Enrollment

October 1, 2002 School Year Student Enrollment : 1066
Accepting New Students in 2003-04 Under Open Enrollment Law²: Yes
Number of Students Attending Under Open Enrollment in 2002-03 : 79

Calendar Information

Number of Instruction Days : 177
Average Daily Instruction Time : 6 hours 6 minutes
First Day of School : 7/21/2003
Last Day of School : 6/4/2004

Visit <http://www.ade.az.gov/azlearns/> for more information on the performance of your school.

Financial information will be posted on the web early 2004 after schools have completed year-end reports.



ARIZONA
DEPARTMENT OF
EDUCATION

Thunderbolt Middle School

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 6 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü School Safety Issues
- Ü Parent/Educator Relations
- Ü Serve as an Advisory Group
- Ü Assess Physical Needs of the School
- Ü Facilitate Volunteers in the School

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	2.00	Teacher	52.00
Other Professional Staff	5.00	Teacher Aide	10.00

Educational Attainment by Years of Teaching Experience for School Year 2003-04

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	10	5	0	0
4 to 6 years	6	4	0	0
7 to 9 years	3	1	0	0
10 or more years	9	19	0	0

Shared Responsibilities

School

We are responsible to provide a safe and orderly environment so that students can reach their highest potential. Parents are communicated with regarding policy and responsibilities.

Parents

Parents are responsible to ensure that their students attend school each day and to work with their students, the teachers and staff to ensure a successful educational program.

Resources Available at School Site

Special Facilities

- Ü Industrial Technology Facility
- Ü Computer Labs (3)

Extracurricular Activities

- Ü Student Council
- Ü Band/Choir Programs
- Ü Intramural/Interscholastic Sports
- Ü Leaders of Tomorrow

Social Services

- Ü Lunch Program
- Ü Breakfast Program
- Ü Counseling Services
- Ü Health Services

Transportation Policy

School bus transportation is provided for students attending the middle school who live outside of a one-mile radius.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü Fifty-one percent (51%) of the entire student body qualified for Renaissance, a program that recognizes students who meet academic standards, as well as attendance standards, with no discipline referrals.
- ü Forty-two percent (42%) of students are on the Honor Roll.

School Honors

Awards or Special Recognition Received by the School, Staff or Students

Award/Honor	Year
ü AEA Christa McAuliffe Award	2000
ü AAJHSC Honor Council Award	2000
ü DAR American History Teacher of the Year	2003

Student Activity Rates for School Year 2002-03

	% School	% K-6	Arizona % 7-8	% 9-12
Attendance Rate ²	95	95	94	96
Transfers Out ³	14	20	20	20
Transfers In ⁴ (Within District)	1	2	2	2
Transfers In ⁵ (Out of District)	14	10	10	9
Promotion Rate ⁶	98	99	98	95
Retention Rate ⁷	2	1	2	5
Dropout Rate ⁸	--			8
Status Unknown ⁹	--			6
Graduation Rate ¹⁰	--			76

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 5-6	67	70
Grades 6-7	75	66
Grades 7-8	82	80

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2002-03. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2003. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

Arizona's Instrument to Measure Standards (AIMS) Results 2002-03¹¹

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	324	501	71167	98	97	99	461	454	463	38	44	38	46	43	41	13	11	14	3	2	7
All Students (Prior Year)	319	500	66213	NA	NA	NA	472	459	459	26	39	39	50	42	40	16	14	14	8	5	7
Female	159	236	34825	97	96	99	462	455	462	37	42	38	47	45	42	14	11	14	3	2	6
Male	164	264	36047	99	99	99	461	453	464	39	45	38	44	40	39	13	12	15	4	2	8
African American	NC	NC	3225	NC	NC	95	NC	NC	441	NC	NC	57	NC	NC	34	NC	NC	6	NC	NC	2
Hispanic	42	78	23643	100	95	97	439	434	445	59	60	53	33	31	37	5	7	8	3	1	2
Asian/Pacific Islander	NC	NC	1503	NC	NC	100	NC	NC	493	NC	NC	18	NC	NC	40	NC	NC	23	NC	NC	19
American Indian/Alaskan Native	NC	NC	5161	NC	NC	103	NC	NC	435	NC	NC	63	NC	NC	30	NC	NC	5	NC	NC	2
White	263	399	35245	97	96	95	463	456	476	35	41	26	47	44	45	14	12	19	3	2	10
Students with Disabilities	36	62	8095	129	117	104	422	410	426	80	86	69	20	14	25	0	0	5	0	0	1
Students without Disabilities	288	439	63072	95	95	99	464	458	464	35	40	37	47	45	41	14	12	15	3	3	7
Limited English Proficient Students	NC	NC	10317	NC	NC	111	NC	NC	426	NC	NC	72	NC	NC	25	NC	NC	2	NC	NC	1
Migrant Students	--	--	614				--	--	440	--	--	57	--	--	34	--	--	6	--	--	3
Economically Disadvantaged	--	172	17057				--	441	440	--	54	58	--	37	34	--	8	6	--	1	2
Non-Economically Disadvantaged	324	329	54110				461	461	468	38	38	33	46	45	43	13	13	16	3	3	8

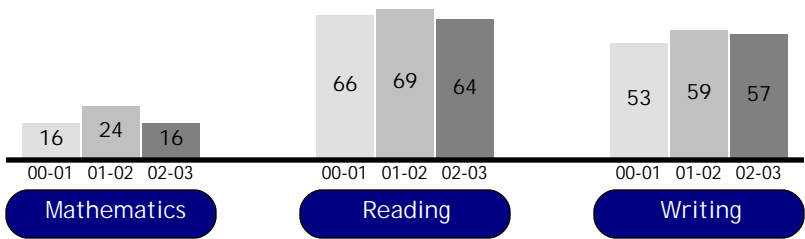
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	321	492	71100	97	96	99	509	501	502	16	24	25	19	21	21	49	43	40	15	12	15
All Students (Prior Year)	320	503	66144	NA	NA	NA	517	508	504	10	17	24	21	23	20	49	45	40	20	15	16
Female	159	235	34801	97	95	99	515	509	505	13	17	21	18	22	22	51	48	42	18	14	15
Male	161	256	36010	97	96	99	504	494	499	20	31	28	20	19	20	48	39	38	12	10	14
African American	NC	NC	3219	NC	NC	95	NC	NC	486	NC	NC	38	NC	NC	24	NC	NC	31	NC	NC	7
Hispanic	42	76	23630	100	93	96	484	481	485	39	42	37	16	22	25	37	30	32	8	6	6
Asian/Pacific Islander	NC	NC	1509	NC	NC	100	NC	NC	522	NC	NC	12	NC	NC	14	NC	NC	46	NC	NC	28
American Indian/Alaskan Native	NC	NC	5144	NC	NC	102	NC	NC	478	NC	NC	46	NC	NC	24	NC	NC	25	NC	NC	5
White	259	392	35198	95	95	95	513	504	515	13	22	15	18	20	18	52	46	47	16	13	21
Students with Disabilities	35	61	8121	125	115	105	460	450	470	67	81	55	13	9	20	13	6	21	7	3	4
Students without Disabilities	286	431	62979	95	93	99	512	505	503	14	20	23	19	21	21	51	46	41	16	12	15
Limited English Proficient Students	NC	NC	10304	NC	NC	110	NC	NC	462	NC	NC	63	NC	NC	23	NC	NC	13	NC	NC	1
Migrant Students	--	--	623				--	--	475	--	--	45	--	--	27	--	--	25	--	--	3
Economically Disadvantaged	--	166	17040				--	486	483	--	39	40	--	24	25	--	32	29	--	5	6
Non-Economically Disadvantaged	321	326	54060				509	509	507	16	17	20	19	19	20	49	49	43	15	15	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	323	486	69001	98	94	96	498	489	490	11	18	17	32	36	37	57	46	45	0	0	1
All Students (Prior Year)	303	475	63579	NA	NA	NA	505	496	493	5	11	15	35	39	42	58	49	41	1	1	2
Female	161	235	34086	98	95	97	507	500	496	5	9	13	28	33	36	66	57	51	1	0	1
Male	161	250	34644	97	93	95	489	479	484	17	26	22	36	38	39	47	36	38	0	0	0
African American	NC	NC	3115	NC	NC	92	NC	NC	478	NC	NC	25	NC	NC	44	NC	NC	31	NC	NC	0
Hispanic	42	75	22656	100	91	92	476	469	476	26	26	27	38	48	43	36	26	30	0	0	0
Asian/Pacific Islander	NC	NC	1472	NC	NC	98	NC	NC	507	NC	NC	8	NC	NC	30	NC	NC	60	NC	NC	2
American Indian/Alaskan Native	NC	NC	4940	NC	NC	98	NC	NC	469	NC	NC	34	NC	NC	43	NC	NC	23	NC	NC	0
White	262	389	34501	96	94	93	502	492	500	9	17	10	31	34	34	60	49	55	0	0	1
Students with Disabilities	35	57	7386	125	108	95	454	443	459	53	70	46	29	20	37	18	10	17	0	0	0
Students without Disabilities	288	429	61615	95	93	97	501	492	491	9	14	16	32	37	37	59	49	45	0	0	1
Limited English Proficient Students	NC	NC	9662	NC	NC	104	NC	NC	454	NC	NC	51	NC	NC	40	NC	NC	9	NC	NC	0
Migrant Students	--	--	590				--	--	466	--	--	35	--	--	43	--	--	22	--	--	0
Economically Disadvantaged	--	159	16383				--	470	472	--	32	30	--	44	43	--	24	26	--	0	0
Non-Economically Disadvantaged	323	327	52618				498	498	494	11	11	14	32	32	36	57	56	49	0	0	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	NA
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress (AYP): The federal mandate, No Child Left Behind, that holds schools accountable for the performance of subgroups, as well as all students. The goal is to have 100% of all students at and above proficient by 2013-14 in reading and math.

Met Percent Tested: Schools and districts in which at least ninety-five percent (95%) of students enrolled at the time of the test administration complete the state assessments will meet the AYP standard established in federal statute. Schools and districts in which fewer than ninety-five percent (95%) of any student subgroup complete the state-mandated assessments will not meet the AYP standard, provided that the size of the subgroup meets the minimum number of students required for the analysis, thirty (30) students.

Met Test Objectives: The ADE will calculate the percentage of students meeting or exceeding the standard in reading and mathematics in order to determine if each subgroup met the annual measurable objectives for each subject/grade (AMO). If all student subgroups meet the annual measurable objectives the school is considered to have met the AYP standard. If any of the student subgroups fails to meet the annual measurable objectives the school is considered not to have met the AYP standard. To ensure that AYP decisions are valid and reliable, the ADE will use confidence intervals for all subgroups, schools, districts and state determinations. The ADE will utilize a 99% confidence level to make valid AYP determinations for each of these groups by subject area (reading and mathematics).

Met Attendance Rate: Students must have an attendance rate of at least 93.5% over the first 100 days of the academic year. This is calculated by dividing the Average Daily Attendance (ADA) by the Average Daily Membership (ADM). If the attendance rate is less than 93.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year.

Met Graduation Rate: School wide, those that are required to submit graduation rate data must have a four year graduation rate for the class of 2002 of 70.5% or greater. If the graduation rate is less than 70.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year. Recall that, for each subgroup, the attendance rate and its associated targets apply; the graduation rate indicator can be used only at the school level.

School Improvement - Year 1: Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2: Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action: Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2000-2001				2001-2002				2002-2003			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
6	Reading	99	59	55	54	100	58	54	49	99	64	62	53
	Language	100	58	49	46	100	59	51	42	100	62	57	45
	Mathematics	99	69	62	61	100	66	60	58	99	74	71	62
7	Reading	99	64	59	53	98	57	53	48	99	63	59	51
	Language	99	71	65	55	98	69	61	51	97	74	65	54
	Mathematics	99	68	62	57	100	58	51	54	99	67	60	58
8	Reading	99	63	62	55	100	65	59	49	98	65	59	53
	Language	100	66	63	50	99	64	56	46	100	65	56	49
	Mathematics	98	66	63	57	99	67	59	54	99	66	57	58

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Expectations are communicated to students in classes the first week of school and to parents through the student agenda. Programs such as Young Negotiators, guidance services and school resource officer all aid in teaching appropriate behavior.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

42

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	Paul Olson	(928) 855-4066
Transportation Policy	Dorothy Garrett	(928) 855-8279
Community Resources	Gail Malay	(928) 855-7861
School Nutrition Programs	Aramark	(928) 855-5121
Parent Organization	Paul Olson	(928) 855-4066
Student Health/Nurse	Tammie Dutton	(928) 855-4066

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns. If your school received a small school, new school or alternative label, this is not an achievement profile. They did not meet the criteria to receive an achievement profile. Schools will receive an achievement profile in October of 2004.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2002-03 school year.

4 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2002-03 school year.

5 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2002-03 school year.

6 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2002-03 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

7 Retention Rate: Percentage of students retained at the end of the 2002-03 school year.

8 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2002-03 school year, to include activity during the summer of 2002. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

9 Status Unknown: Percentage of students unaccounted for by any method during the 2002-03 school year. Status unknown students are not necessarily dropouts.

10 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2002. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

11 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards